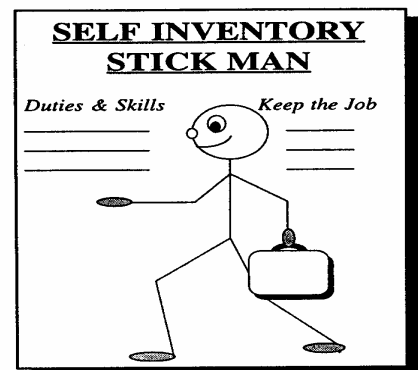


## Self Inventory

<b>Grade Level</b>	Tenth
<b>Minimum Time Required</b>	45 Minutes
<b>Materials/Resources</b>	Self Inventory Handouts
<b>Subject Area(s)</b>	Guidance

### Project Description:

1. "How many of you have walked into a store and noticed clerks taking inventory? Why do businesses do that? Right! To see what they have in stock. Successful businesses use that information to base future growth. It is equally important for us to know what strengths we have to offer an employer, so today we are going to take a self-inventory. First, let's look at Marvin Streeter's Self-Inventory Sheet. Explain that the Self-Inventory Stick Man (overhead) represents us as job seekers.



1. Ask a student what his/her last job was. Write that job title on the briefcase. Ask the student what the specific job duties were and write them under "Duties and Skills" on the left side. Then ask, "What did you do with your feet?" (draw feet) "What did you do with your hands?" (draw hands) "What did you do with your head?" Add these to the left side of the stick man. Ask what special qualities it took to keep the job: "Were you a good listener?" (draw ears) "Did you smile?" (draw a smile) "Pay attention to detail?" (draw eyes and nose). Write those and other qualities on the right side of the stick man under "Keep the Job."
3. Read over the assistant manager position on the Self-Inventory Sheet (Handout), and ask for questions. Ask students to begin filling out the sheet using a past job or volunteer experience of their own. As they work, browse among them, urging them to be as specific as possible and adding adjective suggestions. Encourage each to have at least two if not three or four past jobs, volunteer experiences or other leadership roles (i.e., captain of the drill team, class president, honor roll, etc.).
4. As students finish, have them read aloud one of their jobs and give instant positive feedback as to the strengths and abilities they have to offer.

<b>Career Development Standard</b>	Understanding the relationship between educational achievement and career planning. Skills to prepare to seek, obtain, maintain, and change jobs.
<b>Career Development Indicator</b>	Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements. Demonstrate academic or occupational skills required for full or part-time jobs.
<b>Delivery Level</b>	Introductory
<b>Academic Standards</b>	
<b>Language Arts</b>	3.3.c use organizing and categorizing strategies to recall oral/visual information.
<b>Employability/SCANS Skills</b>	Thinking Skills Basic Skills Personal Qualities
<b>Assessment/Rubric</b>	Students will be evaluated on class participation and their self-inventory sheets.

**Submitted by:** : Kim Carson, Northwestern High School

## Self Inventory

JOB TITLES	DUTIES AND SKILLS	WHAT IT TAKES TO KEEP THE JOB

# SELF INVENTORY STICK MAN

**Duties & Skills**

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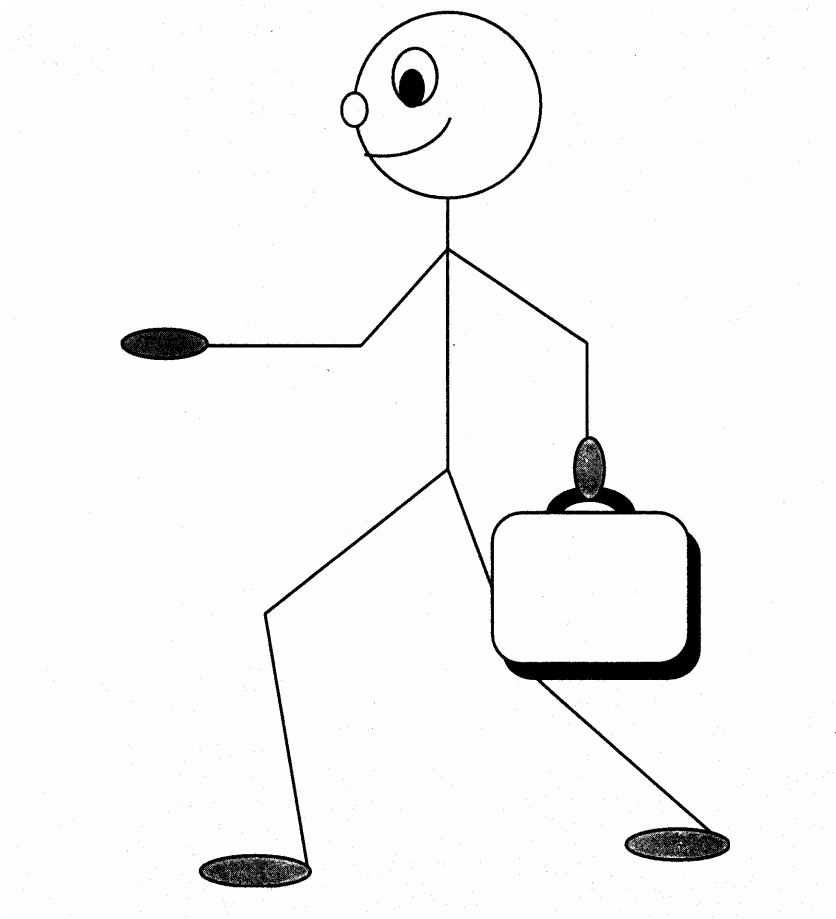
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**Keep the Job**

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## MARVIN STREETER'S SELF-INVENTORY SHEET

JOB TITLES	DUTIES AND SKILLS	WHAT IT TAKES TO KEEP THE JOB
<p><i>Daily Dozen Inc.</i>  <i>Quincy, IL 51589</i>  <i>Chief Bakery</i>  <i>Supervisor</i>  <i>5 years</i></p>	<p><i>I had a crew of 10 to supervise.</i>  <i>Organized time schedules.</i>  <i>Followed complete safety regulations.</i></p>	<p><i>Work under stress and pressure.</i>  <i>Work independently.</i></p>
<p><i>Delta Corporation</i>  <i>Houston, TX 95802</i>  <i>Oil Production</i>  <i>Worker</i>  <i>7 years</i></p>	<p><i>Operated heavy equipment.</i>  <i>Work in the rain and the heat.</i></p>	<p><i>Cooperated with team members.</i>  <i>Positive attitude.</i>  <i>Enthusiastic and physical labor.</i>  <i>Follow directions accurately.</i></p>
<p><i>SSC Corporation</i>  <i>Houston, TX</i>  <i>96799</i>  <i>4 years</i></p>	<p><i>Can assemble widgets rapidly.</i></p>	<p><i>Dependable.</i>  <i>Easily trainable.</i>  <i>Work well with others.</i>  <i>Positive attitude about doing repetitious work.</i>  <i>Agile with my hands.</i></p>